

## Waycroft Academy

### Parents/Carers Questions regarding SEND Provision

**1. How does the education setting know if children need extra help and what should I do if I think my child may have a special educational need/ disability (SEND)?**

Waycroft Academy uses a range of indicators to help identify children with special educational needs/ disability. The Children and Families Act (2014) states that:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

As a result of this, Waycroft uses:

- Daily assessment for learning through questioning, observing and marking.
- Discussions with staff, the child (where appropriate), parents/carers and agency support.
- Deciding whether the child is at risk of not meeting age related expectations.
- Teacher’s use the Graduated response to escalate any concerns they have regarding individual children to the Special Educational Needs Co-ordinator- Mrs Amanda Finch.

If you are concerned about your child having a SEND, contact your child’s class teacher or Mrs Amanda Finch via the school office to share your concerns.

**2. How will the setting support my child?**

Waycroft Academy will support your child using their best endeavours and according to their individual needs. This could be through personalised targets, intervention programmes, emotional support, additional adult support, acting on advice from external agencies or making the curriculum and setting accessible.

**3. How will the curriculum be matched to my child's needs?**

At Waycroft Academy all lessons are differentiated through our success criteria and expectations of the staff working with your child. Where needed, we provide scaffolded work or personalised planning to enable your child to succeed and progress in their learning.

**4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

In school your child's progress will be monitored very closely on a daily basis by their class teacher, termly by the SENCO (Mrs Amanda Finch) and three times a year by senior leaders. Your child's progress will be shared with you through two reports to parents/carers, SEND meetings in September, January, March/April and July, class parent's/carer's evenings in November and March, informal conversations, collaborative target setting through your child's Learning Support Plan (LSP) or Individual Provision Map, homework feedback, annual reviews if required and test outcomes. Teachers and the SENCO are happy to meet with parents as required.

**5. What support will there be for my child's overall wellbeing?**

Children are mainly very happy to attend school at Waycroft Academy and overall our children are confident, enthusiastic learners. Where children have low self-esteem or emotional needs, children are linked with a mentor. Children will meet with their mentor on an informal basis once weekly. Waycroft Academy takes safeguarding extremely seriously and this is paramount at all times. We may introduce a circle of friends or social skills group for a set period of time if needed for your child.

**6. What specialist services and expertise are available at or accessed by the educational setting?**

Waycroft Academy has a strong, collaborative relationship with many outside agencies. Where needed, Waycroft will make referrals to: NHS Occupational Therapists, NHS Physiotherapists, NHS Speech and Language Therapists, Bristol Autism Team, Educational Psychology team, Early Years Portage and Inclusion Team, School Nurse, Health visitors, Paediatricians and many other specialist services where required.

**7. What training have the staff supporting children with SEN and disabilities had?**

Amanda Finch (SENCO) is attending the NASENCO online course during the academic year 2023/24 with a completion date of July 2024. Staff are trained to meet the specific needs of the children they are working with. Collectively we have staff trained in: ASD, Acquired Brain Injury, Epilepsy, Social Stories, Speech and language support, Reading programmes, positive handling,

Manual Handling, Cerebral Palsy, Makaton (to support communication), the 5 Point Scale, Direct Phonics.

**8. How will my child be included in activities outside the classroom including school trips?**

All children are included using our best endeavours outside of the classroom and including trips. We encourage the use of specialist equipment to improve independence and provide adult assistance where required. All day trips are completely accessible to everyone and have been chosen with this in mind with the exception of one year 6 trip and we will work with you to make this as accessible as possible. Sometimes during residential trips alternative activities are provided or shorter stays to meet the needs of the children. Transport for trips for wheelchair users is arranged on a child to child basis.

**9. How accessible is the education setting?**

Our building is completely accessible with appropriate toilet and changing facilities (for younger children) and a lift to reach the first floor. There is accessible parking and motorised gates to improve access to the site. We are working with occupational therapists and a charity organisation to improve access to our vast grass areas. An evac-chair is available in case of fire. We regularly review the access to our setting to ensure that it is as accessible as it can be.

**10. How will the education setting prepare and support my child to join the setting, transfer to a new setting?**

Waycroft Academy staff attend all transition meetings when a child needs to change educational setting. Usually this will be the SENCO but sometimes the class teacher or a known teaching assistant is more appropriate. We encourage additional visits, transition books, observations and multi-agency communications. Parental involvement in this process is incredibly useful, therefore we are happy to liaise more frequently at this time.

**11. How are the education setting's resources allocated and matched to children's special educational needs?**

Waycroft Academy's resources are allocated each year following an Audit of Need completed by class teachers which is then analysed alongside attainment information by the SENCO. Due to the overview the SENCO has of all of the children across the school, our interventions are well matched to meet all of the children's needs. Allocated resources are evaluated continuously for impact and changes are made when needed.

**12. How is the decision made about what type and how much support my child will receive?**

As above and where children have more complex needs external agency advice is sought. Our Academy Directors may also review and/or challenge the level of support an individual may receive.

**13. How are parents involved in the education setting? How can I be involved?**

Parents are encouraged to liaise with teachers and teaching assistants as much as they feel is necessary to ensure high quality support for their child. Attendance at SEND meetings is vital, as this is an opportunity for reviewing progress and setting new targets. We make sure we have parent representatives on our Board of Directors and have a designated SEND Director.

**14. Who can I contact for further information?**

Amanda Finch is our SENCO and can be contacted through the school office on 0117 377 2198.